

## 1 Know the Learner

Where are my students at?

Carry out analysis using:

- 2013 data on LA , reading, writing
- Demographic data
- Student voice info
- Anecdotal data from observations etc
- Student survey of Literacy skills, scientific literacy skills, content knowledge
- Know the Learner template

Identify their strengths, weaknesses, needs on both class and individual basis

## 2 Planning the Teaching and Learning of the Unit to:

- ♦ Address the needs of students and the demands of the teaching and learning for NCEA success
- ♦ Ensure the plan connects to the info from Focussing Inquiry on learners
- ♦ Integrate Literacy, Content knowledge and Scientific literacy to build student capability
- ♦ Design activities to build capability for the assessment (use the Assessment Schedule to backmap the teaching and Learning process)

## Teaching Inquiry for Integrating Literacy & Scientific literacy into Science Teaching

## 4 Evaluative Phase

**Students:**

Do they need support for every step?—not ready for assessment

Have the students learnt both content and literacy skills?

Can they work independently?

What do they need to learn still?

**Teacher:**

What teaching approaches worked best?

Where are the students at now?

What will be the starting point for the next unit?

What skills, processes need more development?

## 3 Teaching Actions

Employ the teaching and learning sequence :

- |               |   |   |
|---------------|---|---|
| Exemplar      | ⇒ | to analyse & deconstruct                  |
| Modelling     | ⇒ | to show how, support new learning         |
| Scaffolding   | ⇒ | to prompt and assist learning             |
| Collaborative | ⇒ | to build confidence, assist learning      |
| Individual    | ⇒ | to provide opportunities to show learning |

**Reflection:**

How will I know that I am supporting these students in their learning?

Dependent



Independent